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ing himself with the conditions of his own community. He should be a careful student of his own "wilderness," for it is probable that he is in one or has one near at hand. Books like the present one will, if widely read, stimulate an interest which will result, it is hoped, in making others, each in his own sphere, social settlement workers.

I. W. HOWERTH.

How it can be Done; or Constructive Socialism. By JOHN RICHARDSON. Second edition. London: Twentieth Century Press, 1898. 12mo, pp. xii + 222.

THE purpose of the author is to remove the reproach so often cast upon reformers, that they are mere fault-finders with present conditions and that they present no definite idea of what they would have done or how it could be done. His efforts are constructive, nothing in the present system would be destroyed except as something better took its place.

Mr. Richardson agrees with those who think that one of the greatest difficulties in maintaining a socialist state is the dearth of socialists; and hence to make provision for these is his first care. This he would accomplish through a complete state system of "maintenance, education and training" for all the children of the country. This training should begin at a very early age in the infant schools and continue through childhood and youth to the age of twenty-one, when the university course would be completed. This could be accomplished by an extension of the means already provided in an inadequate measure. To the age of fourteen, children would be allowed to live at their homes, if they had suitable ones, otherwise continually at the school. In any case there would be served to all pupils of every grade at least two meals per day provided by the state. The pupils would wear a uniform provided at public expense. This would tend to break down factitious distinctions between pupils, leaving only those of intelligence and physique. From fourteen to twenty-one, students in the higher schools and universities would be required to take up their residence at the schools. No radical departure from the present courses of study is suggested, though more attention would be paid throughout the system to modern languages, music and art, physical exercise and, above all, to technical training, the object of which would be, "not as now, the training merely of the faculties, but the produc-

tion in the best and most perfect way of beautiful and useful things." The older universities might continue to devote themselves mainly to the classics, mathematics and theology. Others would be established for agriculture, mining, physical sciences, law, art, music, etc. For the accommodation of the two million youth in England between eighteen and twenty-one, six hundred universities would be required, and with each of these would be affiliated twelve or fifteen colleges devoted to special branches taught in the university. Throughout the system the best influences would be placed about children and youths. All would receive the same treatment, all would labor equally with their hands, all would be taught the lessons of service for one another and "to regard the diligent discharge of duty as the highest honor, and to esteem him the noblest character who best served his fellows." With this ideal embodied in each new generation there would be no lack of the "socialists" so necessary to socialism.

For the assurance of those who object that the proposed scheme of education will be too expensive, Mr. Richardson ventures his judgment as a man of extensive business experience that once the system is on its feet (this will require sixteen years), it will be a source of revenue to the state rather than an expense. Beginning with the second grade schools, he would have a considerable portion of the time of students devoted to making useful commodities. The 5.5 million children between eight and fourteen are set down as producers of 33 million pounds per year and from eight to twenty-one, students would produce 186.6 million pounds. This falls far short of the expense. But students who have received so much from the state will not think it a hardship to remain in the service of the state for four years after graduation. This service will not be military but industrial and by it the state will be able to realize 360 million pounds per year after paying one pound per week to the workers. This return would meet the expenses of education, and leave a surplus of more than 100 million pounds. Loans or taxation would have to be resorted to for establishing the schools. That could be left to parliament, but the increase of death duties is suggested as the most equitable method, and when applied rigorously to land, that tax would furnish an easy means of securing the turning over to the state all landed properties.

Through the scheme of education here outlined and the period of compulsory service for the state the way is opened for a system of state industries. The author would expect most of the people educated

under this system to remain in the service of the state. In one generation there would be secured "all or nearly all the available labor in the country because in the state schools and factories, etc., it is so highly honored and highly recompensed, that none but an idiot would degrade himself by being the wage-slave of an individual for little, when he could be a member of such a glorious commonwealth and secure so much. Hence, the so-called owner of private property would be left helpless." Riches are desired because they buy services and as no one will serve another for money "when such a career as the state establishments offer is open to all," no one will care to retain private wealth. "The rich good man, thus, would surrender freely his surplus wealth to the state, because in so doing he would be making the best use of it, and he would gladly do right because it was right. The rich bad man would surrender his, because in his hands it would be absolutely worthless and useless to him."

"How it can be done" is thus disclosed in the first seven chapters. A long chapter follows showing the relation of this scheme of settling the social question to others proposed by various reformers. There would be no need of providing for emigration as a relief, because with industry well organized everybody could be useful at home; the reform of the poor laws need concern no one, since there would be no poor; the abolition of the standing army would be easily accomplished for its principal use, that of enforcing the payment of taxes and compelling workers to submit to unjust conditions imposed by money-grabbing capitalists, would be gone; bimetallism would become a dead issue since all the functions of money would be performed by labor certificates, issued by the state on productive labor only; the question of payment of members is thus easily settled, for, their labor not being productive, would not be paid. So the other reforms are provided for in the proposed scheme or shown to be superfluous.

The book has none of the spirit of the "to arms" type of socialistic writings and the introduction of figures and sample acts of parliament for putting the scheme into operation has robbed it of the charm that attends Utopias. It is a very plain matter-of-fact book, written in a fair-minded way, and with an abounding cheerful faith that a practical solution of the question of "how it can be done" has been reached. It is commendable, if for nothing else, for connecting the ultimate reform aimed at closely with a broader and more thorough training of youth in all the needs and duties of public and private life.

G. O. VIRTUE.